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TITLE IEA Six-Subject Survey Instruments: Teacher General Questionnaire.

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ABSTRACT

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. This questionnaire surveyed general information concerning teachers involved in the study. (RC)

IEA SIX-SUBJECT SURVEY INSTRUMENTS

1

The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

- Stage 2 IEA/M1 Manual for National Centers
 IEA/M2 Manual for School Coordinators
 IEA/M3 Manual for Test Administrators
- Stage 3 IEA/M1/Stage 3 Manual for National Centers
 IEA/M2/Stage 3 Manual for School Coordinators
 IEA/M3/Stage 3 Manual for Test Administrators

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These manuals are available from ERIC Clearinghouse.

The following extracts from these manuals have been appended to this particular IEA instrument to provide researchers with the minimum necessary test instruction information (e.g., such things as the instructions on the practice items and the warnings concerning the amount of time left for the test have been omitted here). For full details, please consult the appropriate manuals.

The Data Bank instrument number which appears below is a new number, assigned since the instruments were administered for the purpose of easily linking items in the instruments with the resultant variables in the Data Bank holdings. Each such variable is named in the codebook using the new instrument number and (usually) the number of the item within the instrument from which the variable is derived. The key to the new instrument numbers is as follows:

1: Type of Instrument

- E = Examination (student)
 Q = Questionnaire (student)
 T = Teacher questionnaire
 S = School questionnaire

2: Student Population

- | | |
|--------------|---|
| 1 = I | 6 = II and IV |
| 2 = II | 7 = I, II and IV |
| 3 = III | 8 = I and IV |
| 4 = IV | 9 = IV Specialist |
| 5 = I and II | N = NA: Teacher or School questionnaire |

3: Subject

- S = Science
 R = Reading Comprehension
 L = Literature
 M = Mother Tongue (Reading Comprehension and Literature)
 E = English as a Foreign Language
 F = French as a Foreign Language
 C = Civic Education
 2 = All Stage 2 Subjects
 3 = All Stage 3 Subjects
 5 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name Teacher Questionnaire: General Section

Data Bank Instrument Number TS1

IDM/SC/DAWG 2

p. 1

The School Co-ordinator is responsible for passing on the Teacher Envelopes to the appropriate Teachers and to do everything possible to ensure their return, completed. (Each teacher is expected to fill in only two or three of the parts of the questionnaire. The parts which are appropriate are explained in the questionnaire themselves). Teachers should be requested to insert all completed answer cards into the Teacher Return Envelope which can then be sealed.

The School Co-ordinator should collect the Teacher Return Envelopes for return to the National Center.

TEACHING MATERIALS

3

GENERAL INSTRUCTIONS

Please record the answers to the following questions by the appropriate place in section 4 of the answer sheet. The responses should be made by transferring the correct response position with an ordinary pencil. Do not give any other response to each question and never fill other marks.

1. Are you (continued)?

- a. No
- b. Yes

2. Are (continued) in the following?

- a. 17 or younger
- b. 18 - 21
- c. 22 - 27
- d. 28 - 33
- e. 34 or more

3. Are you not teaching any subject(s) in which you have specialized in your training?

- a. Yes, special subject(s) only
- b. Yes, several subject(s) but not all other subjects
- c. No

4. Indicate the two years of full-time education (primary and secondary only) you were in.

- a. < 8
- b. $8 \leq 10$
- c. $11 \leq 12$
- d. $13 \leq 14$
- e. $15 \leq 16$
- f. $17 \leq 18$
- g. $19 \leq 20$
- h. $21 \leq 22$
- i. $23 \leq 24$
- j. $25 \leq 26$
- k. $27 \leq 28$
- l. $29 \leq 30$
- m. $31 \leq 32$
- n. $33 \leq 34$
- o. $35 \leq 36$
- p. $37 \leq 38$
- q. $39 \leq 40$
- r. $41 \leq 42$
- s. $43 \leq 44$
- t. $45 \leq 46$
- u. $47 \leq 48$
- v. $49 \leq 50$
- w. $51 \leq 52$
- x. $53 \leq 54$
- y. $55 \leq 56$
- z. $57 \leq 58$
- aa. $59 \leq 60$
- ab. $61 \leq 62$
- ac. $63 \leq 64$
- ad. $65 \leq 66$
- ae. $67 \leq 68$
- af. $69 \leq 70$
- ag. $71 \leq 72$
- ah. $73 \leq 74$
- ai. $75 \leq 76$
- aj. $77 \leq 78$
- ak. $79 \leq 80$
- al. $81 \leq 82$
- am. $83 \leq 84$
- an. $85 \leq 86$
- ao. $87 \leq 88$
- ap. $89 \leq 90$
- aq. $91 \leq 92$
- ar. $93 \leq 94$
- as. $95 \leq 96$
- at. $97 \leq 98$
- au. $99 \leq 100$
- av. > 100

5. Indicate the two years of full-time education you have had beyond secondary school (including part-time education if desired).

- a. 0 years
- b. $1 \leq 2$
- c. $3 \leq 4$
- d. $5 \leq 6$
- e. $7 \leq 8$
- f. $9 \leq 10$
- g. $11 \leq 12$
- h. $13 \leq 14$
- i. $15 \leq 16$
- j. $17 \leq 18$
- k. $19 \leq 20$
- l. $21 \leq 22$
- m. $23 \leq 24$
- n. $25 \leq 26$
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- p. $29 \leq 30$
- q. $31 \leq 32$
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- aa. $51 \leq 52$
- ab. $53 \leq 54$
- ac. $55 \leq 56$
- ad. $57 \leq 58$
- ae. $59 \leq 60$
- af. $61 \leq 62$
- ag. $63 \leq 64$
- ah. $65 \leq 66$
- ai. $67 \leq 68$
- aj. $69 \leq 70$
- ak. $71 \leq 72$
- al. $73 \leq 74$
- am. $75 \leq 76$
- an. $77 \leq 78$
- ao. $79 \leq 80$
- ap. $81 \leq 82$
- aq. $83 \leq 84$
- ar. $85 \leq 86$
- as. $87 \leq 88$
- at. $89 \leq 90$
- au. $91 \leq 92$
- av. $93 \leq 94$
- aw. $95 \leq 96$
- ax. $97 \leq 98$
- ay. $99 \leq 100$
- az. > 100

THE COPY MACHINE

1. The copy machine is used to make copies of documents and other materials. It is a very useful tool in the office.

- a. Yes
- b. No

2. The copy machine is used to make copies of documents and other materials. It is a very useful tool in the office.

- 3. The copy machine is used to make copies of documents and other materials. It is a very useful tool in the office.
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2

THE NEW YORK PUBLIC LIBRARY

ASTOR LENOX TILDEN FOUNDATION
 455 FIFTH AVENUE, NEW YORK 17, N. Y.

1. What is the purpose of the library?
2. How is the library organized?
3. What are the main departments?
4. How is the library financed?
5. What are the main services?

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1.	2.	3.
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ANNEX 1

LIST OF THE ...

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1991-1992

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100. [illegible]

[illegible text]

1. The purpose of this study was to investigate the relationship between the quality of the teaching process and the quality of the learning process in a management education program. The study was conducted in a management education program in a university in the United States. The study was conducted in a management education program in a university in the United States. The study was conducted in a management education program in a university in the United States.
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7. In order to secure the most accurate information to questionnaire items, countries may wish to consider assigning several of the items as "home tasks" for the student. Students would be asked to find out the answer to several of the items in preparation for completing the questionnaire. Such items which could profitably be assigned as "home tasks" include: Father's Occupation and Father's and Mother's Education.
8. In a number of countries, students will require some guidance from teachers in answering questionnaire items. Such guidance is appropriate and desirable. It is quite possible that, in some situations, teachers will read questionnaire items aloud, discuss points of clarification, allow time for students to supply an answer and proceed to the next item. Such a step by step approach to the completion of the student questionnaire may be necessary at the 10-year-old level in various countries where students have had little or no experience with questionnaires. Where students may be expected to give the same answer (e.g., number of students in class, grade student is in, etc.) the best procedure is for the teacher to supply the answer and get all students to enter it in. It is, of course, clear that no help will be given to students when answering the tests (as opposed to the questionnaires).
9. Where students are requested to give a quantitative response to an item, e.g. number of hours of homework, these are to be coded to the nearest whole hour, year, etc.
10. Where a response of zero or none is given to a questionnaire item, this is to be coded 0 on the punch card. Where an individual has failed to record a questionnaire item, the appropriate column should be left blank. The distinction between a blank and a zero is an important one.
11. Wherever coding or punching schemes are being used in the coding of responses, minimum and maximum values for each variable are set forth in the international coding scheme. Where a student indicates a response which is greater than the maximum value, it is to be coded as the maximum value. Thus, if the maximum value for a certain variable is 25, a response of 30 would be coded as 25, since 25 means 25 or more.

12. The definition of Civic Education to be used within any one country will be left to each National Center to decide. This is because the content and nomenclature of Civic Education courses will vary from country to country. The definition arrived at should be sent to IEA International in Stockholm.